

APPENDIX A

TEACHER QUALITY ENHANCEMENT GRANT WORK PLAN

PROJECT MISSION: The mission for the State of Iowa Teacher Quality Enhancement program is to reform and enhance the teaching capacities of Iowa's future teachers so that every Iowa child will be afforded the opportunity to experience the highest quality educational program that it is possible to provide.

GOAL #1—Strengthen Teaching Content Areas: To ensure that the skills of new secondary and middle schools teachers will be reformed and strengthened in teaching content areas.

Objective #1: Collaborative teams that include, but are not limited to, PK-12 teachers, administrators, community college and faculty of higher education institutions will develop and implement a minimum of 1) two models for preparing secondary teachers to better teach reading and writing in the content areas and 2) four models for preparing middle school teachers to better teach in the content areas of reading, math and science.

Activities	Benchmarks	Timelines	Responsible Parties
Collaborative teams develop six content area models (preference given to	100 percent of higher education institutions will receive summaries	April 2006	Grant Director, collaborative team leaders, team facilitator

schools in enterprise zone)			
Pilot model program(s) implemented in 6-12 classrooms and results reviewed by teams	Six pilot programs will be implemented and reviewed	June 2007	Grant Director, collaborative team leaders, team facilitator
New models are integrated into teacher preparation programs	Six teacher education programs will integrate one or more new models	September 2007	Grant Director, collaborative team leaders, team facilitator

Outcome: Graduating teacher education students, having completed the reformed teacher education program will possess improved skills related to teacher content areas which will in turn translate into sustained and measurable increase in student learning.

Measurement: Pilot program implementation will be assessed through pre and post-surveys, written ongoing commentaries, interviews, and focus groups for teachers and school administration. Program integration measurement includes surveys and/or interviews of Department of Education Chairs and other faculty and administration.

GOAL #2—Improve Teaching for Diverse Populations: To better prepare new teachers to support and teach diverse student populations specifically targeting English Language Learners.

Objective #1: Develop enhanced teacher education programming that will meet the unique needs of English Language Learning Students.

Activities	Benchmarks	Timelines	Responsible Parties
A team implements three one-week teacher education workshops (preference to participants (cont...) collaborating with schools in enterprise zone)	150 teacher education faculty and teacher candidates, representing one-third of Iowa (cont...) teacher-preparation programs, will participate in programs each year	Summers of 2006, 2007, 2008	Grant Director, Dept of Education ELL consultant (Carmen)
Post-workshop and technology evaluation	90 percent of workshop participants complete evaluation	Summers of 2006, 2007, 2008	Workshop facilitator
Results shared throughout state	100 percent of teacher education institutions, including community	Summers of 2006, 2007, 2008	Grant Director

	colleges offering teacher preparation coursework received workshop evaluation results		
Establish technology link between teacher education students and PK-12 classrooms	25 classrooms are connected to 10 teacher education institutions	December 2007	Grant Director/Grant Technology Director

Outcome: Teaching skills and abilities of new teachers will be enhanced to better support and teach diverse student populations especially those students who are English Language Learners.

Measurement: Review and validation of workshop evaluation by facilitators. Survey and/or interview education professors/instructors and student teachers to document the receipt, use, and effectiveness of technology links.

GOAL #3—Reform and Improvement through Analysis: To make teacher education programs more effective through rigorous analysis of candidate and program performance data.

Objective#1: To develop a feedback system to link PK-12 personnel with teacher education programs.

Activities	Benchmarks	Timelines	Responsible Parties
Develop technology-based evaluation tools for PK-12 cooperating PK-12 teachers to provide feedback on student teachers' performance	Evaluation tool will be distributed to 95 percent of cooperating teachers	August 2006	Practitioner Preparation Consultant—Iowa Department of Education, Grant Director
New teachers (defined as first and second year) and their principals complete separate evaluations of teacher preparation programs	Evaluation tool distributed to 95 percent of new teachers and their principals	August 2006	Practitioner Preparation Consultant—Iowa Department of Education, Grant Director

Outcomes: Teacher education programs will make sustained reforms of their programs based on feedback

Measurement: Surveys and interviews of student teachers, new teachers, and principals.

Objective #2: To develop capacity of teacher education programs to gather, manage, and analyze performance data in order to improve teacher preparation

Activities	Benchmarks	Timelines	Responsible Parties
Teacher education institutions track candidates' progress related to standards	All 31 Teacher Education Preparation programs provide data to Iowa Department of Education	May 2007	Grant Director and Technology Director, Consulting firm, Department of Education Technology Group, Technology Task Force, Practitioner Preparation Consultant at Iowa Dept of Ed.
Teacher Education institutions track trend data on strengths and weaknesses of the practitioner preparation program and make decisions for program improvement	All 31 institution provide data and report to Iowa Department of Education	December 2007 and annually thereafter	Teacher Education Institutions and Practitioner Preparation Consultant at Iowa Department of Education
Iowa Department of	Report distributed to	Spring 2007	Iowa Department of

Education will make state-wide recommendations for improving practitioner preparation based combined performance data	all 31 institutions and interested parties		Education
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Outcome: Candidates progress increasingly meets standards and goals of teacher education programs.

Measurement: Documentation of data on candidate progress related to standards, trend data, program changes, and state-wide recommendations.

Objective #3: To create a more seamless transition for teacher education students who seek to transfer from one Iowa higher education institution to another including between community colleges and four-year institutions.

Activities	Benchmarks	Timelines	Responsible Parties
Pilot a model to align one introductory course (teacher	Half of teacher education institutions participate in test	October 2007	Grant Director

education standards: knowledge, skills, dispositions)	program		
Expand pilot to include articulation of all introductory core education courses between institutions for other basic professional educational courses taught at two- and four- year colleges and universities	A timeline is established to achieve 90 percent course compatibility by January 2009	May 2008	Grant Director

Outcome: Increased consistency of course content among teacher-education programs resulting in streamlined transfer process for teacher–education students

Measurement: Document institutions participating in the test program and achievement of course compatibility. Surveys and/or interviews with Department of Education Chairs, other faculty and administration, and teacher education students.

Objective #4: To initiate more effective techniques to assess ethical and professional behaviors (dispositions) in teacher education candidates

Activities	Benchmarks	Timelines	Responsible Parties
Statewide study group reviews/implements pilot program to assess teacher dispositions	Pilot program successfully completed	August 2006	Grant director; Department of Education Practitioner Preparation Consultant
Permanent program to assess dispositions is developed and implemented	All teacher education candidates aware of new program	October 2007	Grant director; Department of Education Practitioner Preparation Consultant
Review of program one year following implementation	Report made to Grant Director	October 2008	Grant director; Department of Education Practitioner Preparation Consultant

Outcome: Improved effectiveness of teacher-preparation programs resulting from assessment of teacher candidates' dispositions as well as candidates' content knowledge and classroom skills

Measurement: Pre and post-surveys, written ongoing commentaries, interviews, and focus groups for teacher education candidates, Department of Education Chairs, and other faculty and administration, as well as a one-year follow up to assess implementation and effectiveness.

GOAL #4—Meeting future challenges through collaboration: Preparing new teachers to meet the educational challenges for the twenty-first century

Objective#1: To build a consensus on articulated and aligned content standards and skills to utilize in preparing Iowa's future teachers.

Activities	Benchmarks	Timelines	Responsible Parties
Forums to be held semi-annually among all education stakeholders	80 percent of education stakeholder entities participate	Spring 2006, Winter 2006, ongoing	Grant Director with advice of Grant Steering Committee
Annual Summit meetings with resulting reports to stakeholder institutions	80 percent of education stakeholder entities will participate	January 2006, 2007, 2008	Grant Director with advice of Grant Steering Committee
Incorporation of findings into website	To incorporate findings from summit one month following meetings	30 days following summit meetings	Grant Technology Director and website manager
Report findings to Director of Iowa Department of Education regarding content standards	Report submitted prior to annual summit meeting	30 days prior to summit meetings	Grant Director

Outcome: Improved communication, collaboration, and articulated and aligned content standards and skills which is accountable to Department of Education

Measurement: Documentation of meetings, website changes, and reports.

Surveys and/or interviews of project stakeholders to determine changes in communication, collaboration, and articulated and aligned content standards and skills.